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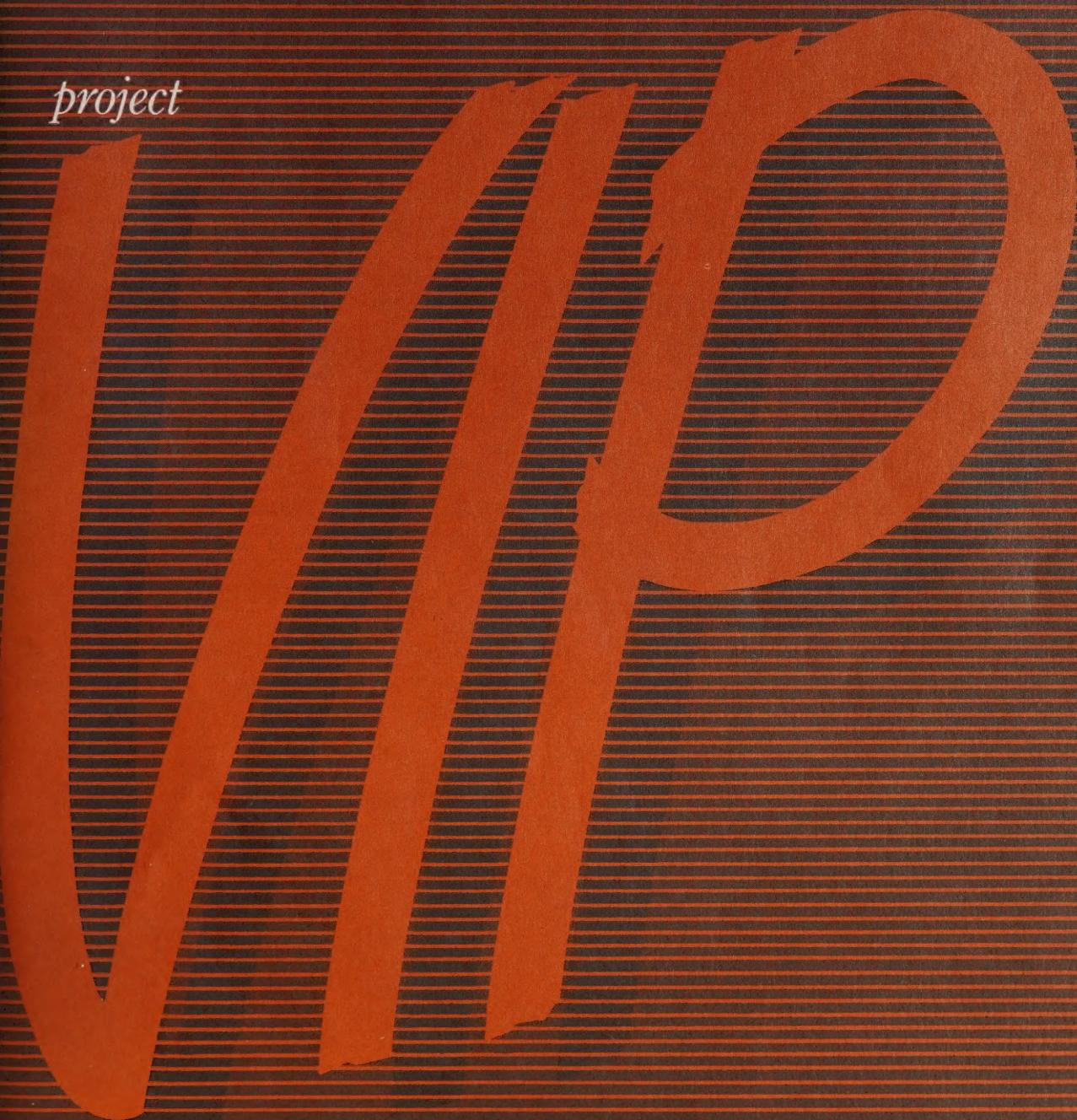
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Curriculum Ideas  
for Teachers 1984

# Values, Influences, and Peers

*project*





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# Introduction

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In the process of developing a personal values system, a young person must be made aware of the set of values that Canadians regard as essential to the well-being of society. During the past decade, with this goal in mind, the Ministry of Education has developed a variety of support documents and resource guides for the Primary and Junior Divisions to assist boards and teachers to strengthen students' understanding of the values that are important to society.

*People of Native Ancestry* (1975) can be used to increase student awareness of the cultural values of Canada's Native peoples in both traditional and contemporary settings; *From Values to Laws* (1977) suggests stratagems for developing in students a sense of self-worth, as well as respect for the rights of others and for the rule of law; *Multiculturalism in Action* (1977) provides program ideas to help students to develop an understanding and appreciation of the values of ethnic and cultural groups other than their own; *Guidance* (1980) contains many learning activities that can be used to assist students to develop a sense of personal dignity and to learn how to relate effectively to others; *Personal and Societal Values* (1983) provides suggestions and assistance to educators in achieving the values-related goals outlined in *The Formative Years* (1975). It provides guidelines for helping students to reflect carefully on the values and values issues found in many areas of the curriculum and highlights the importance of emphasizing such principles as justice, respect, and caring, especially in areas of common experience for children – the classroom, the school, and the community.

Values may be defined as those qualities that an individual or a society considers important as principles for conduct and as major aims of existence.

Societal values, which serve as expectations for people in general, are the values generally accepted by a society as demonstrated by its cultural traditions, structures, practices, and laws. Among the most important societal values in Canada are such principles as honesty, tolerance, compassion, and justice.

Personal values are values which may be acquired and held consciously or unconsciously by the individual. It is the individual's personal values that profoundly affect his or her thinking and behaviour.

*The Formative Years* states that "children should develop a personal values system within a context that reflects the priorities of a concerned society and at the same time recognizes the integrity of the individual."<sup>1</sup> Thus the concept of moral relativism, the belief that when dealing with moral issues any decision is as good as any other, is not sanctioned by the Ministry of Education.

In general, Canadians consider some values to be essential to the well-being of their society. These values reinforce the democratic rights and responsibilities of individuals and are based on a belief in the fundamental worth of all persons regardless of race, creed, colour, sex, or background.

Each child is a unique individual with physical, intellectual, social, emotional, and spiritual dimensions. These dimensions develop through a process that is identifiable and somewhat predictable and that can be traced from infancy through childhood and adolescence to adulthood. This development may be fostered or impeded by the child's environment and experience.

There is more involved in contributing to the child's moral growth and values development than simply telling the child about important societal values such as compassion and tolerance. Children are neither empty vessels to be filled with knowledge nor computers to be programmed. Rather, children actively develop their personal values and capabilities as they interact with others and with their environment. Consequently, the teacher must be sensitive to the influence of the classroom and school environments and, in addition, must encourage students to think about values.

1. Ministry of Education, Ontario, *The Formative Years* (Toronto: Ministry of Education, Ontario, 1975), p. 20.

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Children learn about values in part by actively making decisions, trying them out, and learning from the consequences of their decisions. There are many supervised school activities through which students can safely experience this process. Group work, team sports, and fund-raising can all provide important learning experiences related to human relationships, plans, contributions, and accomplishments. The experience of making group decisions can also be beneficial; *Values, Influences, and Peers* (VIP) provides learning activities, based on scenarios and real-life examples, that can be used to develop that experience.

The following values, which are consistent with teachings of the world's great religions, form the foundation of the school curriculum in Ontario:

compassion	patience
co-operation	peace
courage	respect for the environment
courtesy	respect for life
freedom	respect for others
generosity	respect for self
honesty	responsibility
justice	self-discipline
loyalty	sensitivity
moderation	tolerance

While no person or institution has exclusive responsibility for the development of values in children, the home has the primary responsibility. For many children, the religious community also has a profound influence which usually occurs within the religious context adopted by the parents. Educators must recognize and respect these areas of influence and should not see the school's role as superseding them in contributing to the moral growth of the child.

At the same time, society has frequently turned to the school for assistance in helping young people learn to cope with such problems as smoking, drinking, and the abuse of drugs in general. Of course, schools cannot, nor should they be expected to, solve such problems alone. It is on this particular area of personal need that VIP can help to focus attention.

To aid in achieving the goals discussed above, values-related activities appear throughout this document. It should be understood that these activities are provided as suggestions only and are not intended to serve as a program of study. They can, however, be useful in providing guidance for those who wish to develop a program.

# Rationale

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Individuals who feel good about themselves and who have a positive sense of their own identity are more likely to interact with others in positive ways and to respect the values and laws of their society. It is for this reason that one of the goals of education in Ontario is to provide opportunities for students "to develop and maintain confidence and a sense of self-worth".<sup>2</sup>

When children have developed the feelings of self-respect and self-worth that they require to function independently, they are better equipped to cope with negative influences and pressures from others. Because their own identities are not in doubt, they are less vulnerable to peer pressure, and they are more likely to adhere to the values they have acquired. This positive view of human nature is the basis of *Values, Influences, and Peers*.

A second goal of education outlined in *The Formative Years* is to provide opportunities for students "to develop the moral and aesthetic sensitivity necessary for a complete and responsible life".<sup>3</sup> To accomplish this students need to:

become aware of the values that Canadians regard as essential to the well-being and continuing development of their society – namely, respect for the individual, concern for others, social responsibility, compassion, honesty, and the acceptance of work, thought, and leisure as valid pursuits for human beings.<sup>4</sup>

Thus, in addition to a sense of self-worth, this resource guide seeks to provide opportunities to nurture in students some of the essential, basic aspects of Canadian citizenship.

The early years of adolescence are perhaps the most challenging for the maturing child. It is at this time that major physical changes begin, and these changes tend to be accompanied by a compulsive need for group acceptance. Together, these forces create enormous emotional stress in the individual. To cope with this stress, young people need to understand the changes that they are experiencing. They also require a strong sense of self-worth and a coherent set of values essential to the well-being of the individual and the well-being of society.

Without these understandings and values, young people may become involved in a number of anti-social activities such as stealing and vandalism. They may be more inclined to show off, to react negatively to authority, and to become involved in truancy. They may also attempt to escape the difficulties they are having in solving their personal problems by using alcohol or taking drugs.

Students entering Grade 7 are at a particularly vulnerable age. A significant percentage of students suffer

from the beginnings of mental or emotional problems at this age. For some this is a crucial time for deciding whether or not to smoke or to use chemicals (drugs). As well, involvement in school violence and vandalism tends to be fairly common among students of this age group. It is for these reasons that VIP is intended for use with students in Grade 6.

It is widely accepted that one of the main predisposing factors for the involvement of young people in unlawful activities is the influence of peer pressure. Perhaps no improvement is possible in this situation until young people learn to recognize and to cope with negative peer influences. Peer pressure is one of the primary issues that this resource guide has been developed to treat.

The methodology presented in VIP is intended to be instructional and is not based on the use of "scare" tactics. Rather than taking a heavy-handed, prescriptive approach, it seeks to encourage pro-social behaviour by increasing students' awareness and building their feelings of self-confidence and self-esteem, and by providing them with the skills and insights needed to examine the values issues inherent in particular circumstances. Implicit in this approach is the basic assumption that students who have a positive self-image will develop positive relationships with their peers and will also be more likely to develop the ability to cope with peer pressure.

The activities included in this resource guide encourage students to become involved in discussion and self-expression without the fear of embarrassment or ridicule. Thus anonymity is important; a "no name" rule should be established for students relating incidents of a personal nature. Through the program students become aware of:

- the personal and societal choices with which they will be confronted;
- the possible consequences of these choices;
- the relationship of these choices to personal and societal values systems.

Thus, while a program based on this resource guide will help young people learn to cope with negative peer pressure, it will also provide them with opportunities to develop a positive self-concept and the habits and values of good citizenship.

The topics that are treated in this resource guide are interrelated. VIP begins with an examination of personal and societal values and standards and how these are translated into rules and laws which empower society in general with the authority for their enforcement. Within this context VIP also examines areas in which students traditionally, to a greater or lesser extent, have had problems or have been influenced in a negative way. These areas are treated in an approximate sequence according to the severity with which society views them as antisocial behaviour.

2. *Ibid.*, p. 4.

3. *Ibid.*

4. *Ibid.*, p. 20.

# Aims

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The units of study outlined in this document will provide opportunities for students to:

- become aware of some of the basic values of Canadian society, specifically the set of values considered essential to the well-being of the individual and the well-being of society;
- learn to accept responsibility for their own actions;
- understand that each person may be influenced by peer pressure;
- become aware of the importance of self-respect and self-confidence in meeting the challenge of peer influence;
- gain insights that will assist them in making choices when confronted with negative peer influences;
- develop a respect for the rights of others and for the rule of law.

# Topics

## From Values to Standards

### Introduction

A *value* is a quality that an individual and/or a society considers important as a principle for conduct or a major aim of existence. This unit is designed to introduce students to the concept of values and to lead them to discover and analyse some of their own values and those of our society.

A systematic discussion of stories or vignettes involving finding things, making friends, littering, caring for property, obeying or breaking classroom rules, sharing, or working together is beneficial to students, especially if various alternative solutions to problems are considered. In this way students become aware of values issues, learn to identify competing values, and consider alternatives that serve the interests of both the individual and the group.

Throughout the practicum of this guide students are asked to examine values – their own and those exhibited by society and by their peers. As part of this process students will be challenged to identify the values essential to both the well-being of the individual and the well-being of society.

### Objectives

Students should be given opportunities to:

- understand the meaning of the word *values*;
- make an inventory of their own values;
- examine these values carefully within the social context;
- identify the values essential to the well-being of the individual and the well-being of society.

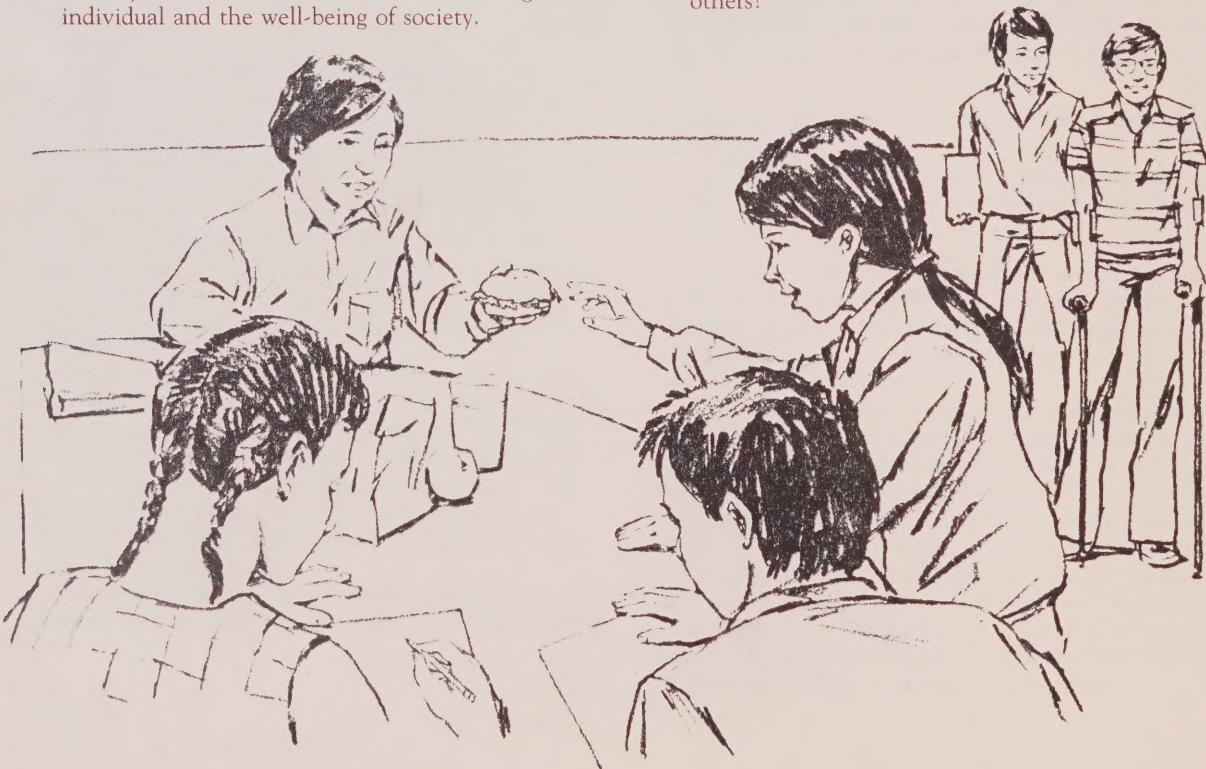
### Introductory Activity

It is important that students understand what is meant by the word *values*. They can arrive at a satisfactory understanding in an inductive way by examining some of their own values. For example, students can be asked to participate in a card sort. The results can be used in class discussion following their tabulation. Of course, student anonymity must be protected in this activity.

#### Card Sort

A set of cards should be provided for each student. The student sorts the cards on which the following questions are printed into a “yes” pile and a “no” pile, according to his or her personal preference.

- Is personal grooming important to you?
- Do you care whether your homework is done on time?
- Should you obey the laws of your country?
- Do you want to be like your friends?
- Should you follow your parents’ directions in most things?
- Should you be kind to animals?
- Is it wrong to steal?
- Is it all right to throw your candy wrapper in the street?
- Is it important to be polite?
- If you accidentally throw a ball through someone’s window, should you tell him or her?
- Do you like to follow instructions given to you by others?



- Is it wrong to make fun of others?
- Do you like situations that might be dangerous?
- Is it all right not to tell the truth sometimes?
- Is it all right to skip school if you feel like it?
- Do you like to develop your own ideas and do things differently from others?
- Should you help someone with a problem if he or she asks you for help?
- Is it all right to break the school's rules sometimes?

The teacher should explain to the class that the cards will be collected and the results tabulated for discussion, and that no one will see how any individual student responds.

Once everyone has finished the card sort, selected questions can be discussed by the class. It is important that this discussion help students to become aware of the values they hold in common. Of greater importance is a group discussion of the reasons why a "yes" or "no" response might be appropriate in each case.

If students wish to change some of their responses following the discussion, they should be allowed to do so before proceeding. At this point they can perhaps more clearly understand the values that their answers have uncovered by individually restating these values on a sheet of paper or by contributing to a class list on the chalkboard (e.g., "I believe that it is wrong to steal" or "The way I look is important to me").

Students should then be asked to formulate a general meaning for the word *values* from the specific values they have discovered. This definition might be no more complex than "something I consider important". Students can then examine the values identified in the card sort, categorizing them as "personal values" or "society's values" or both. They can then discuss the difference between these categories of values.

## Content Development

Students can examine how values can be translated into the rules or standards by which we live. They should come to see how our personal values form the basis for the standards by which we measure or judge our conduct and that of other people and how society's values form the basis for the school's rules and the laws and by-laws that govern our lives. They should also begin to appreciate the way values and standards affect their peer-group attitudes and behaviour.

In their discussion the class might consider such questions as the following:

- How do we set our personal standards with regard to our actions and personal appearance?
- Are any of our values and standards related to the behaviour of people we admire?
- Do time and place affect our setting of standards (e.g., How do the same rules apply to both the area around a swimming pool and a playground? Why? How is acceptable behaviour on Hallowe'en any different from that on Christmas? Why?)? Students might consider different standards that are appropriate for each of the following locations: school, playground, home, arena, neighbourhood, stores, church, school bus.
- Do our attitudes (e.g., towards the role of children in the family and roles of men and women in society) ever change? Why? In what ways?
- Do our standards (e.g., personal behaviour, dress codes, concern for the environment) ever change? Why? In what ways?
- What are some examples of situations where values are imposed on us by social or cultural pressures? What impact does a peer group have on an individual's standards?
- How might group standards and personal standards come into conflict? How can such conflict be resolved without reducing the importance of our personal standards?

Students might work together as a class or in small groups to develop lists of: (a) personal standards, (b) group standards, (c) school rules, (d) societal laws that govern behaviour. They should then discuss the values behind each standard, rule, or law that they identify.

## Related Activities

1. As a summary activity students might be asked to reflect individually on their personal standards and compile a list of positive standards for themselves. They might consider the following areas:
  - approach to other people (e.g., helpful, friendly, respectful, cheerful)
  - choice of qualities in friends
  - personal conduct (e.g., honest, forthright, helpful, industrious, cheerful)
  - image and appearance to others
  - personal grooming and cleanliness
2. If time permits, a film, videotape, or filmstrip dealing with the topic of values and standards can be shown to the class. This can be followed by further discussion of the points raised. (See the annotated list of audio-visual materials, pages 39 to 41, for suggestions.)

# Creating Impressions

## Introduction

Sometimes, consciously or unconsciously, people act, talk, and dress in ways that attract the attention of or make an impression on others. Young people should try to understand that the way they act creates an image of themselves and may also reflect the way they feel about themselves.

In studying this topic students should develop an understanding of how and why they act as they do. Young people who feel good about themselves are more likely to act in an autonomous way, even when faced with pressure from their peers.

Self-esteem – the feeling of self-worth – has a profound influence on moral growth. As an individual's self-esteem is enhanced, it becomes easier for him or her to appreciate the needs of other persons, to act in a manner that shows concern for others, to control the abuse of alcohol and other drugs, to resist negative peer pressure, and to communicate more effectively with adults.

## Objectives

Students should be given opportunities to:

- understand that the ways in which people act, dress, and speak do not always correspond to their inner selves;
- explore reasons why people might wish to project various kinds of images of themselves;
- examine ways in which people project images of themselves.

## Introductory Activities

The following activities may be used to introduce this topic to the class:

1. The teacher and students use masks (e.g., Hallowe'en masks) to demonstrate how a single individual can project several totally different impressions. The class then discusses how people use "masks" to create various false impressions of themselves for others.
2. Students examine photographs of clowns, actors, actresses, masqueraders, and others who are pretending to be something or someone they are not. The photographs are used to generate a discussion of how people in general create false impressions of themselves.

## Content Development

The following key questions and activities may be used to develop the content of this topic:

- How can people become more aware of the kinds of images they project of themselves?
- In what ways could a person create a positive or a negative impression of himself or herself?
- How do people project different images of themselves?
- How can "body language", dress, and modes of speech be used to create a false impression of oneself?



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- What impressions are sometimes created by each of the following: rock stars, movie stars, professional athletes, politicians? How? Why?
- How can one use false images of oneself to exert pressure on one's peers?
- How can an understanding of this use of images of oneself help young people to cope with this method of exerting influence on peers?
- Why is it important for a young person to be able to recognize the difference between a person who behaves "normally" and a person who tries to demonstrate that one needs to be very different in dress, manner, actions, and/or mode of speech to attract and gain the attention or companionship of others?
- How can one's friends influence the way in which one acts, speaks, or dresses?

### Follow-up Activities

One or more of the following activities can be used to summarize or reinforce the key concepts of this topic:

1. Students view and discuss the videotape *Trying Times* (see page 40 for details).
2. Students write a story in which a character intentionally creates a particular impression of himself or herself. The story should explain why the character does this and what happens as a result.
3. Students role-play situations that illustrate some typical negative behaviours of students their age. They then discuss why these roles are played and what effect they might have on the people who play them.
4. Students discuss the reasons why a person might want to avoid creating false images of himself or herself.
5. Students compile a list of the things that people do that can create or leave an unfavourable impression.
6. Students can think of times when it might be to their advantage to create or leave a favourable impression.

# Belittling Others

## Introduction

Words or body language can be used to hurt, embarrass, belittle, tease, or make someone feel bad. Such actions are sometimes called "put-downs". An individual might use them for a number of reasons: to impress one person at the expense of another, to be accepted by a group, to obtain a desired reaction, or to exercise control over someone else. The use of this tactic suggests a lack of respect for others. It may also reflect the way an individual feels about himself or herself, since people who have a high self-esteem usually have respect for others as well.

Belittling others can create a barrier between individuals and can be destructive of interpersonal relationships. It can encourage racism, sexism, and other forms of prejudice. When used to excess, it can also have a damaging effect on the reputations of both the victim and the person who continually inflicts such embarrassment. For these reasons it is important for young people to understand how and why this tactic is used and to examine their own experiences with it. The activities in this topic will help them to gain such understanding.

## Objectives

Students should be given opportunities to:

- examine different ways people belittle or embarrass others and the effects this action may have on others;
- consider why individuals put others down;

- become aware of the effect of injured feelings on communication between individuals and on interpersonal relationships in general;
- discuss examples of the use of this tactic to see how a person can best cope with it when it happens and how its use can be stopped;
- begin to think about the responsibility they have to help others when they are being put down and the sense of satisfaction they can gain as a result.

Among the many values implicit in the situations in the activities that follow are the four key values of compassion, courage, respect for self, and respect for others.

## Introductory Activities

The following activities may be used to introduce this topic to the class:

1. Students discuss the put-downs in a selection of cartoons. They should try to explain the purpose of each put-down and how the victim might feel about it. They then discuss the results of the put-downs in terms of their effects on the victims and on the personal relationship of the characters in each cartoon.
2. Students discuss the kinds of things people say that might embarrass or ridicule someone and hurt his or her feelings.
3. Students discuss the saying "Sticks and stones may break my bones but names will never hurt me" as a response to the use of ridicule.



## Content Development

The following are key questions that may be used to develop the content of this topic. Students can use examples from their own experience to illustrate their discussion of each point.

- What is a put-down?
- What are some examples of put-downs? The teacher and students compile a list on the chalkboard.
- Why do people use this tactic?
- Why do put-downs hurt? Students choose some of the put-downs from the list and explain why they hurt.
- How do people usually react to put-downs?
- What are some effective ways of coping with this tactic if you are: (a) the victim (the person being put down)? (b) a member of a group that witnesses someone being put down?
- What are the three best ways of coping with put-downs (refer to the chart “Positive and negative responses to put-downs”)?
- How might repeated exposure to put-downs be harmful for an individual?
- What should you do if one of your friends or classmates is being put down?
- What would you want your friend to do if you were the victim of a number of put-downs?

## Follow-up Activities

One or more of the following activities may be used to summarize or reinforce the key concepts of this topic:

1. Members of the class present the following dialogue in different ways so that it appears once as a put-down situation and once as a normal disagreement between two persons, peers or otherwise. They then discuss some of the questions following the skit.

PAT: Nice going, you little klutz! Now you've made me miss the try-out for the All Stars! I guess I'll have to play in the House League again!

MIKE: Oh, you're so perfect, you never forget to do anything! Besides, when I took that phone call I was on my way out the door for Cubs.

PAT: I might have known you would goof it up for me. You're in a fog most of the time!

MIKE: Well, Mr. Genius, what about the time you left me waiting at the arena for two hours?

PAT: Oh, that's ancient history! Why don't you smarten up and try to be a little more aware?

MIKE: Oh yeah? Now that you've been so nice about it, I might decide never to give you a message again!

PAT: O.K. – that goes double for you, Mr. Dim-bulb!

- a) What is the nature of a put-down?
- b) Why might this be seen as a put-down to the victim but not to the other person?
- c) Has the relationship between the two people been damaged? What can/should be done now?
- d) How could these two people have dealt with this situation in a more positive manner? Students suggest alternatives and then act out some of the dialogues in the various situations.

2. Students discuss how to deal with a situation in which adults put children down, intentionally or unintentionally (i.e., teachers, parents, etc.).

3. Students discuss each of the following:

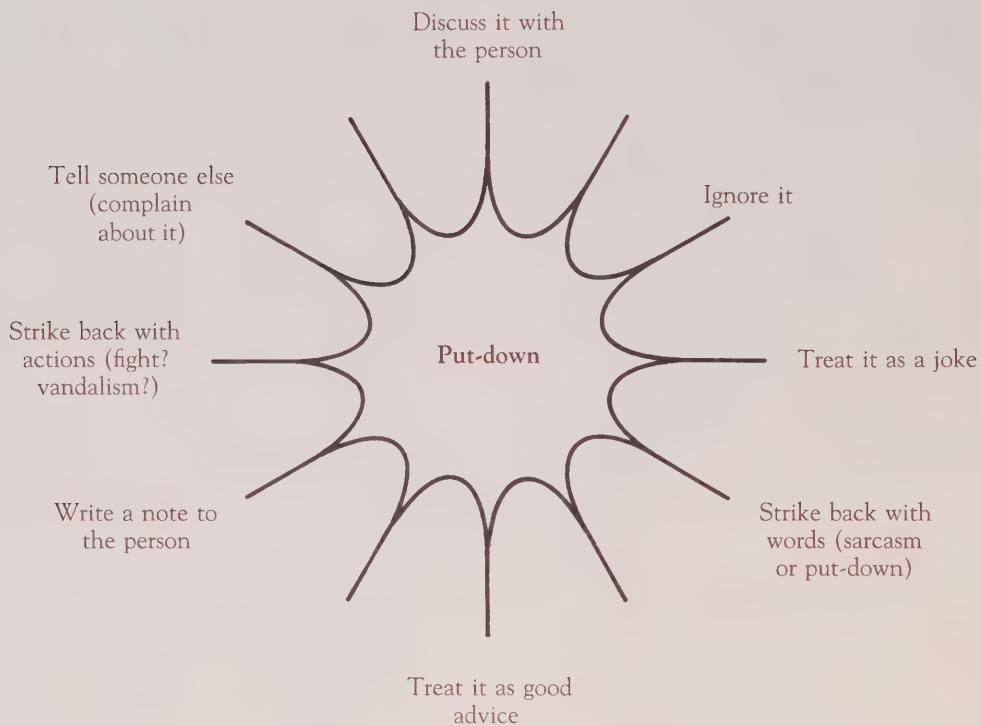
- The teacher is the dominant role model for the students.
- There are put-down situations in which the teacher might have to intervene and have a talk with the attacker.
- Students should be alert to the occurrence of put-downs and bring them to the attention of the teacher. (An apology might be in order: “I see I did hurt your feelings. I am sorry. . . .”)

4. The teacher selects a story from *I am Loving and Caring* by Sid Simon (see Bibliography) to illustrate the kinds of tactics used to embarrass and ridicule others and to generate a discussion of the effects of these tactics on the self-esteem of the victim.

5. The class views and discusses the film *The Mitt* (see page 41 for details). It presents an example of positive reinforcement using non-verbal communication.

### Positive and negative responses to put-downs

Brainstorm different ways of responding when you are ridiculed, teased, or embarrassed.



- Suggest some additional ways of responding to complete the chart.
- Circle the responses that seem most appropriate to you.
- Which responses involve the element of risk?
- Which responses do you wish most people would make?

# Peer Pressure

## Introduction

Individuals who have a strong belief in their own worth cope most successfully with peer pressure. Pre-adolescents and adolescents are at an age when they are highly susceptible to the influence of their peers. It is for this reason that young people are often persuaded to skip school, to use drugs, tobacco, or alcohol, to vandalize or steal, and to challenge authority in other ways.

It is therefore very important that the dangers of giving in to such pressure – of allowing oneself to be misled – be impressed on young people and fully discussed in the classroom. The activities in this topic provide opportunities for students to examine how people may be influenced by their peers, to consider ways of coping with such pressure through recognition of the tactics that may be used, and to learn effective ways of coping with such tactics.

## Objectives

Students should be given opportunities to:

- see how strong the influence of peer pressure can be for both good and ill;
- become aware of the various tactics or stratagems that may be used to exert peer pressure in order to influence or mislead an individual;
- consider the dangers of being misled, the ways of coping with negative peer pressure, and the ways of avoiding being misled;
- consider the benefits for the individual of being involved in a peer group and the ways that such involvement can be a positive influence in his or her life.

## Introductory Activity

The following activity may be used to introduce this topic to the class.

Students act out this dialogue and then discuss their responses to the questions that follow it.

PAT: Hey, Jerry, let's skip school and have some fun this afternoon.  
 JERRY: Not me, Pat. I'm not doing that.  
 PAT: Why not? It sure beats being here!  
 JERRY: No, Pat. I don't find school so bad.  
 PAT: Aw, you're just chicken!  
 JERRY: Don't call me chicken. It's not being a chicken to want to go to school.  
 PAT: Ha! Ha! Just wait till I tell the other guys about Jerry the chicken.  
 JERRY: I don't care. I'm not going with you.  
 PAT: (sneering and waving his hand): Aw, who wants you along anyway! (Pat walks away.)

- a) What was Jerry's reaction to Pat's use of negative peer pressure?
- b) How did Pat react to Jerry's refusal?
- c) What methods did Pat use in trying to mislead Jerry? The students should give examples.
- d) What was Pat's reaction when he finally realized he couldn't persuade Jerry to change his mind? The students can act out the conversation that might have followed.



## Content Development

The following key questions and activities may be used to develop the content of this topic:

- How can the following be used by a person to exert influence on another person: verbal contact, put-downs, body language?
- What are some examples of unacceptable activities that others might try to pressure you into as you get a little older? What are some of the ways of coping with this pressure?
- The students are asked to give examples of situations where individuals have resisted negative peer pressure. They then act out several of these situations and discuss ways of coping with them:
  - a) How do others try to talk you into doing things that you think are wrong?
  - b) What aspects of such a proposal do those persons usually leave out?
  - c) How do you feel about a person who continually tries to influence you to participate in acts that you think are wrong?
  - d) How does such a person usually try to make you feel if you refuse?
  - e) How can you cope with this tactic?
- What are some commonly used techniques for exerting negative peer influence (i.e., put-downs; body language; verbal contact; partial, selected, or incorrect information; broad generalizations; gross lying; personal rejection; bad logic; stressing positive aspects while leaving out negative aspects)? Students give examples (using no names) of situations where each technique was used and then identify the coping methods that they might use to deal with each technique.

## Follow-up Activities

One or more of the following activities may be used to summarize or reinforce the key concepts of this topic:

1. Students act out a number of situations in which someone is being led into wrong-doing, including the coping tactics used.
2. Students collect and discuss examples of how the peer group is influenced by advertising. In each example, what value message does the advertising project?
3. Students act out the following dialogue and then discuss the ways in which Lois is attempting to mislead her friend:

LOIS: Come on, June, have a cigarette. They're great!  
 JUNE: No. No, I don't want to.  
 LOIS: Aw, come on. What's the matter? You afraid? Still a big baby?  
 JUNE: No. I just don't want to smoke. It's not good for my health.  
 LOIS: Ah, you're a drag. (*She rolls her eyes, waves her hands, and turns to walk away.*)

4. Students view the videotape *I Dare You* (see page 39 for details). They then discuss the ways in which the group of girls apply peer pressure to lead Clarissa into doing something foolish. The students discuss what they might do in Clarissa's position.

# Decision-Making

## Introduction

Problems are basic to human existence and problem-solving is a skill that everyone must acquire. Without an understanding of the problems that are common to their age group and without the ability to deal with those problems, young people are in danger of developing other, more serious problems. In fact, much anti-social behaviour exhibited by maturing children is really a reaction to troublesome problems or worries.

The study of issues and decision-making gives students a chance to increase their understanding of themselves and others. It also gives them the opportunity to develop skills and understanding that will help them relate to others. Thus, by equipping students with a means of understanding and coping with their problems, schools can help them to grow into self-confident individuals who are prepared to be and capable of being good citizens.

Thinking about values is an essential part of the student's values education because thinking helps people make more effective choices. People are constantly confronted by choice in our rapidly changing society.

In many areas of life in a democracy, people have the right to make individual choices and so may make choices that differ from those made by others. Schools must respect this right to choose and can contribute to the development of the student's ability to make effective choices by teaching decision-making skills. In doing this, students must be challenged to consider not just feelings, preferences, and goals, but also feasibility, rights, and responsibilities.

Some of the most difficult and important choices people have to make involve *moral dilemmas*. Such dilemmas occur when a person tries to decide what he or she *ought* to do in a given situation that usually involves others in some significant way. Moral dilemmas are difficult because they involve choosing between two or more important values that are in conflict.

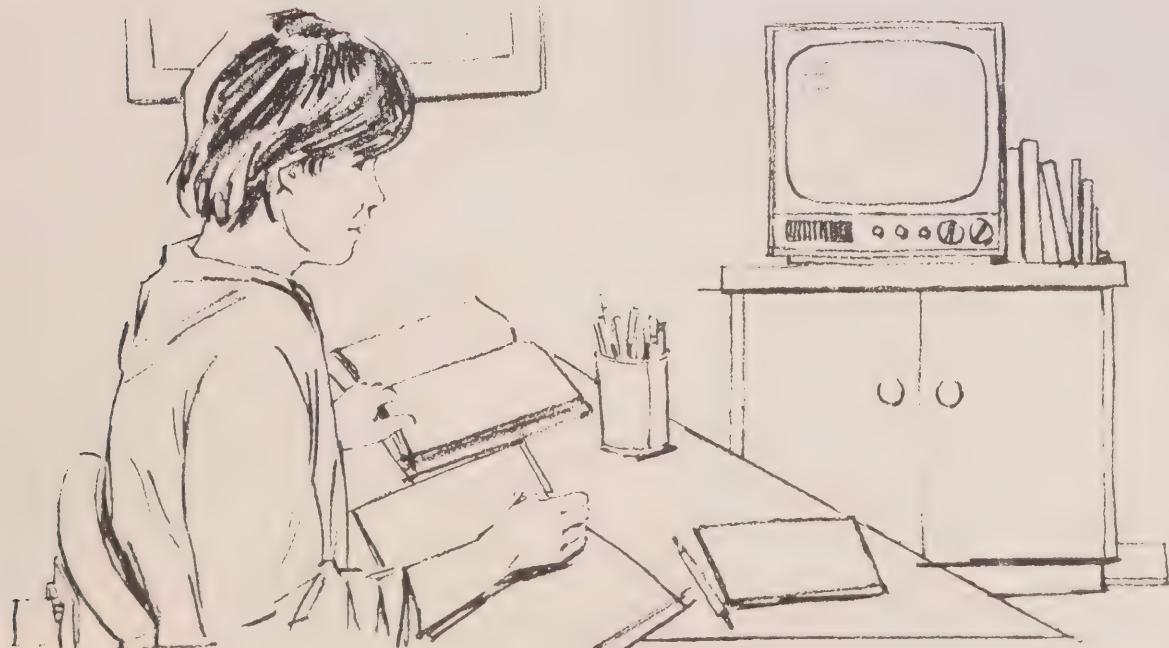
The discussion and analysis of dilemmas that arise as part of the activities provided in VIP can help students to learn to recognize a value conflict and to identify the competing values involved.

It is helpful for students to be aware of their own personal values and to be sensitive to the values of others when learning to resolve value conflicts. In turn, learning to resolve value conflicts helps students to become aware of the values held by the home, the school, the religious community, and society.

Thinking about values involves reflection, and reflection has both cognitive and affective components. In reflecting, students observe, ask questions, make inferences, clarify feelings, make decisions, express positions, listen to others, assume different social perspectives, and empathize.

Because making value decisions is an inescapable part of life, one of the goals of values education must be to help students to learn to make more conscious and responsible decisions.

Teachers should also use the opportunities that arise within the different topics of VIP to engage students in thinking about values and in making well-considered decisions. It is important that these opportunities be relevant, both to the curriculum and to the life experience of the student.



## Objectives

Students should be given opportunities to:

- recognize problems or values conflicts;
- identify and evaluate some of the different ways in which people deal with problems (e.g., ignore, deflect, blame others, cover up, strike back);
- examine a variety of problems encountered by children of their age group;
- learn and apply a simple method of decision-making;
- learn how to resolve a dilemma in a manner that recognizes the rights of the individual and the rights of society.

## Introductory Activity

It is anticipated that students will quickly become interested in this topic when they relate it directly to themselves. The topic can be introduced by having students do a card sort that deals with problems common to the experience of the age group or by having students do a card sort on the issues listed below. If the latter approach is chosen, it should be accompanied by a short discussion of the most common problems identified through the card sort. Students can brainstorm together to suggest some typical reactions and solutions to each problem.

Through their discussions students should develop a clear idea of the kinds of problems that face many young people and come to understand that everyone has them. In addition to helping students find solutions to problems, this introductory activity can provide the teacher with valuable information on the major concerns of students.

### Common Issues Card Sort

The students sort cards that describe the following concerns and issues into two groups: those that concern them and those that do not. The teacher collects the cards and tabulates the results for discussion by the students as a class or in small groups. Individual sorting patterns will only be used to tabulate and identify issues common to the group. This will be an anonymous exercise.

The following card-sort issues should be written, printed, or typed on cards (each student should have his or her own set):

- I have trouble making friends.
- I am often left out of things.
- I don't think people like me.
- I have trouble with schoolwork.
- I am afraid of tests.
- I wish I could buy my own clothes.
- I want a larger allowance.
- I am too big.
- I am too small.
- I feel awkward and clumsy.
- I have trouble over rules at home.
- I have trouble with my brother or sister.
- I have difficulty controlling my temper.
- I am too easily hurt.
- I think people tease me too much.
- I worry about all the mistakes I make.
- I daydream too much.
- I don't understand my own feelings.
- I wish I was better at . . .
- I wish I knew more about . . .
- I feel that my parents don't listen to me.

## Content Development

The class can discuss answers to the following questions:

- What are some of the different ways people have of reacting to problems?
- What are some effective ways of coping with problems?
- What are some of the feelings people have when confronted with a problem?
- What are some of the advantages and disadvantages of the various ways of coping with an identified issue or problem? The teacher should choose one of the issues identified as a common problem in the experience of the age group for this exercise.

The following general decision-making sequence should be inductively arrived at from class discussion of the last question above. The sequence should be summarized on the chalkboard. If necessary, the points can be introduced by the teacher.

- Define the problem.
- List alternative solutions.
- List the advantages and disadvantages of each alternative.
- Decide on one alternative carefully considering whether the advantages sufficiently outweigh the disadvantages and whether your decision respects your own rights and the rights of others.
- Reconsider the consequences of each solution. Are there other alternatives?

In re-evaluating their personal decisions, students can ask themselves such questions as the following:

- What values are consistent with this particular solution or decision?
- Does my decision actually solve the problem?
- What is the best possible result of my decision, for my own good and that of others?
- How might other people react to my decision/solution?
- How does the decision recognize the rights of others?
- What might happen if everyone decided to solve this kind of problem in the way I have?

## Related Activities

Students can work together as a class or in small groups to discuss solutions to the following problems, using the decision-making sequence and questions suggested above. If the students work in groups, one student should be selected in each group to report to the class on the group's deliberations and decisions.

- You are at a party with older friends. You are offered an alcoholic drink. What do you do? Why?
- Both your parents work and there is no one at home during the day. Your parents trust you to have your lunch and go back to school on time. One day your teacher tells your class that he or she will not be in school in the afternoon and that a supply teacher will be there instead. That day, at 12:30, two of your friends show up at your house. They want to spend the afternoon there. What do you do? Why?
- On the morning news you learn that your school has been vandalized. Much damage has been done to several classrooms, and the science project on which you had worked so hard and which you had nearly completed was destroyed. In the hall you overhear two students, one of whom you know, bragging about breaking into the school. What do you do? Why?
- John has been in the same class with you since Grade 4. You walk to and from school together and get along fairly well. John, however, is not liked by many other children at school and they call him names; even you ignore him at school. Hurt by this, John asks you one day why you ignore him. What is your answer? How will you deal with the situation?

Other problems that are relevant to the experience of children of this age group and that do not invade any child's privacy can also be analysed by the class in the ways suggested above. The teacher should be careful, however, *never* to hold personal problems up for public scrutiny.

# Authority and Authority Figures

## Introduction

Authority can involve the legal power of one person to give commands to and enforce obedience on others. It can also involve the less formal respect that is often given to knowledgeable or esteemed individuals or even the informal and temporary power that a group may give to one of its members.

The exercising of authority by some individuals over others is a logical step in the process whereby a society applies its values and standards to the activities of the real world. Indeed, the very fact that some people are given authority over others is an expression of a societal value or set of values. This unit examines how people are placed in positions of authority and why authority is necessary to the orderly functioning of society. This unit has been designed to help students "develop insights into the functioning of groups and the individual's role in them" while they "learn the social skills and attitudes upon which effective and responsible co-operation and participation depend".<sup>5</sup>

## Objectives

Students should be given opportunities to:

- understand what authority is and why it is a necessary part of the successful functioning of groups or associations of people;
- identify positions of authority related to their own lives;
- consider why authority may be granted to an individual or a group by the society, either formally or informally;

- identify areas in which they function or have functioned in positions of authority;
- appreciate possible consequences of ignoring those in authority;
- understand how society places checks on authority to prevent its abuse.

## Introductory Activities

The following activities can be used to introduce this topic to the class.

1. Students read the following short case study and then discuss its implications:

The boys were arguing so much that the hockey game wasn't fun at all.

"You were offside!" Bill claimed.

"Who says so?" Jim demanded.

The other boys joined in the argument. They all knew the rules, but they still couldn't agree.

Bobby was watching the game from the sidelines because he had forgotten to bring his stick. "Why don't I referee?" he suggested eagerly.

"Great idea!" Jim responded.

Everyone agreed. Bobby lined up the centres, dropped the puck, and the game got going again.

2. Students examine pictures selected from newspapers and magazines that illustrate people in positions of authority (e.g., parents, crossing guards, sports coaches, referees, lifeguards, business executives, political leaders, school-bus drivers, police officers, teachers, judges, school custodians, school patrollers, patrol leaders). The functions of these authority figures are



then discussed. The students add other examples to a list of “People in Authority”, selecting figures who hold positions of authority within the law or the social order.

3. Students discuss occasions when they function in a position of authority (e.g., as referee of an informal game played with friends, as a babysitter for a younger sibling, as a school monitor, in a part-time job in charge of a corner store). They might consider how they felt about their responsibilities, how they fulfilled them, and how others reacted to them (e.g., Do people treat you differently when you have authority over them?).

4. Students discuss examples of limits to authority (i.e., checks and balances that keep individuals from exceeding or abusing their authority).

## Content Development

The following suggestions can be used to develop the content of this unit.

1. Students examine examples of “People in Authority” in terms of these questions:

- a) Why is the authority needed?
- b) Is the authority respected by most people? Why or why not?
- c) What could happen if the directives of the person in authority are not followed?
- d) What can/should you do if you don’t agree with the person in authority?
- e) How does our society get people to accept this authority?
- f) What values should an authority figure promote or encourage?

2. Students consider the possible consequences of not following rules or the directives of a person in authority through examples related to their own lives. These can include:

- a) riding double on a bicycle
- b) answering impolitely to a teacher in class
- c) not arriving home on time
- d) disobeying a crossing guard
- e) not doing homework
- f) arguing with a referee
- g) skipping a detention

In each case students should consider the possible consequences both for themselves and for others – the “what if” question.

3. Students discuss whether there are any situations in which a rule or the directive of an authority or authority figure might justifiably be disregarded (e.g., ignoring a “No trespassing” sign to help a younger child who has wandered off and been injured).

4. Students discuss examples where directives or instructions might or should be questioned (i.e., Should people in positions of authority – a teacher or police officer, for example – always be obeyed?).

5. Students interview a variety of people in positions of authority to increase their understanding of the role of and need for authority.

## Related Activities

The following are some possible ways of concluding this unit:

1. The class can work in groups to complete this activity. Each group is given the name of a game (e.g., Wizard, Pot-o-Luck, Chews-a-Word, Bowl’em, The Prize Is Right) that has no rules or directions. Each group’s task is to decide how the game is to be played and to formulate rules. When they are finished, the groups can present their games to the class. Each presentation can be followed by discussion. If time is limited, students can try out their games at home to see if the rules really work or if they require any further refinement. The purpose of and necessity for rules should be discussed and emphasized.

2. Students discuss the following situations in terms of: (a) the values that the person in authority is promoting, (b) the ways in which class members would react if they were to assume the role, and (c) the reasons why an authority person is necessary in each case (what would be the consequences if one did not exist?):

- i) The school custodian scolds a student for playing in the washroom.
- ii) The crossing guard rebukes a student for not crossing the street safely.
- iii) The school-bus driver stops a student from standing up while the bus is moving.
- iv) A theatre usher tells a young person to take his or her feet down from the seat in front.
- v) The team captain criticizes a student’s play in front of others during a game.
- vi) The teacher punishes a student for throwing bits of eraser around the classroom during a lesson.
- vii) An older brother reminds a younger brother or sister to hang up his or her jacket that was left on the stairs.

# Being Truthful

## Introduction

Lying is a deliberate, verbal attempt to conceal facts or to mislead. It might involve distorting or withholding facts, or not admitting guilt or responsibility. Lying sometimes stems from insecurity. The child who lies may be avoiding something, covering up something, or deliberately escaping into a contrived world. Such a child requires support and encouragement so that his or her feelings of self-confidence and self-esteem may be strengthened. Although under certain circumstances lying might be considered to be a relatively minor form of anti-social behaviour, it should be checked so that it does not become habitual or lead to more serious activities.

## Objectives

Students should be given opportunities to:

- clarify their understanding of what constitutes lying by examining a variety of case studies;
- consider some reasons why people lie;
- examine some of the consequences of lying.

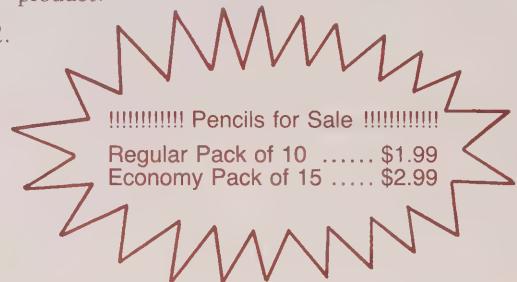
## Introductory Activities

Students can read and discuss the following case studies. When they are finished, they should try to arrive at an acceptable definition of "lying" along the lines of the one given above.

1. You write away for an item that you have seen advertised on television. When the item arrives, you find that it is not as it was described in the advertisement. It is of poor quality and smaller than indicated.

- How do you feel when you find the product is not as described?
- What action do you think should be taken against the company that advertised the article?
- Was the television commercial lying about the product?

2.



- What words lead you to believe that the price per pencil in one pack is cheaper?
- What is the actual cost per pencil for each pack?
- How is the advertising misleading?
- What is your opinion of this kind of advertising? Would you call it lying?



3. Rob was angry at Lise. For this reason he told Larry that he thought Lise was copying his answers during the math test. By afternoon nearly everyone in the class suspected that Lise had been copying, even though she was very good in math.

- Was Rob telling the truth? Why or why not?
- What could this do to Lise's reputation?
- How will Lise feel when she hears the gossip?
- When Larry finds out the truth, how might he react towards Rob?

## Content Development

The following are some key questions that may be used to develop the content of this topic.

- What are some of the ways in which people lie (e.g., not telling the truth, lying by omission, etc.)?
- What are some of the reasons why people lie?
- In what ways is lying harmful?
- How does it feel to discover that someone has lied to you?
- How does it feel when someone suggests that you have not told the truth, or that you habitually lie?
- Why should people be truthful?

## Related Activities

One or more of the following suggested activities might be used to summarize or reinforce the key concepts of this unit:

1. Students discuss situations in which cheating or lying may take place – at home, at school, or somewhere else in the community. (The teacher should make sure that students' privacy is not invaded and that they do not "tell tales" on others here. No names should be mentioned.)
2. Students view and discuss a film, videotape, film-strip, photograph, or illustration that portrays some aspect of lying.
3. Students collect and display a wide range of printed advertisements. They then discuss these in terms of truth and falsehood.  
*Lying: Moral Choice in Public and Private Life* by Sissela Bok offers other ideas on this topic (see Bibliography for details).

# The Dangers of Drugs

## Introduction

The term *drugs* includes any substances that increase or retard the activity of the part of the body that they affect. According to this definition, alcohol, cigarettes, cough syrup, aspirin, coffee, barbiturates, amphetamines, LSD, marijuana, and heroin are drugs. While some of them are more socially acceptable than others, they all have a greater or lesser effect on the body and their use can be habit-forming.

The use of any drug has an influence on the individual's body and, in turn, on his or her mind. For this reason, drugs are used by some people to relieve physical pain, as a means of escape from mental pain, or as a support when the individual is not feeling particularly "up" for a task. Clearly, the use of some drugs can be both helpful and harmful, depending on the reason for their use and the situation. In this topic students examine both the use and abuse of drugs, consider why people use drugs in situations in which they shouldn't, and become aware of how the abuse of drugs can become a personal problem.

## Objectives

Students should be given opportunities to:

- define the term *drug*;
- become aware of the wide variety of drugs and different ways of classifying drugs;
- examine some helpful and some dangerous drugs;
- find out why people use drugs as artificial stimulants or depressants;
- become aware of some problems connected with the abuse of drugs.

## Introductory Activity

Since many people think only of either the helpful or the harmful use of drugs, it is useful to begin this topic with a short discussion of different kinds and uses of drugs. Beginning with their own experiences, students can brainstorm and produce a list of drugs. These can be summarized on the chalkboard in a table like the following:

Drug	Proper Use	Abuse
aspirin	to lessen pain	take too many too often
coffee	to drink as a minor stimulant	drink so much that it makes you nervous
barbiturates	to lessen pain; to calm down	use for non-medical reasons
cough syrup	to soothe coughs when used as directed on the container	drink for its alcoholic content



Of course, some drugs do not have a purpose that could fit into the "proper use" column of the table.

When the brainstorming session is finished, students should be asked to come up with a definition of *drug*. It may be simply "any chemical substances that cause changes in the body".

## Content Development

The following are key questions that may be used to develop the content of this topic. In each case some resource material is provided to help teachers present this topic in the classroom.

### – What types of drugs do people use?

Drugs may be classified into three categories: *prescription drugs*, available only with a doctor's prescription (e.g., tranquilizers, antidepressants, barbiturates, amphetamines); *non-prescription drugs*, available without a doctor's prescription (e.g., cough syrup, aspirin, cigarettes, alcohol, coffee); and *street drugs*, illegal drugs whose use usually serves no medical purpose (e.g., LSD, marijuana, heroin).

### – What are the dangers of drugs?

The effects of a drug on a person are unpredictable. For example, some people are helped by penicillin; others are allergic to it and can die from it. One person can drink coffee and have no reaction; another who drinks the same amount might stay awake all night.

### – Why do people use street drugs?

Some reasons are: to show off, to be accepted by a group or gang, to escape reality, to please a friend, to find out what "it feels like", to experiment, to satisfy an addiction.

### – How would you know if your friends were using illegal drugs?

Some visible effects of various drugs on people are given in the table below.

### – What would you do if a person tried to pressure you into taking drugs?

### – What are some of the abused drugs and their possible effects?

The list that follows, though not complete, contains basic information about some drugs. Note: *This list is meant to be used for teacher reference only. It should not be reproduced for use in class or treated as material to be taught to students.*

Some Drugs and Their Possible Effects		
Drug and Description	Ways of Using	Possible Effects
<b>Tobacco</b> Tars, nicotine, and other chemicals are released into the body when tobacco is used	smoking, inhaling, chewing, sniffing	<ul style="list-style-type: none"> <li>– may cause cancer</li> <li>– may affect the circulatory and respiratory systems</li> <li>– is habit-forming</li> </ul>
<b>Alcohol</b> Beer, wine, and liquor contain varying amounts of ethyl alcohol	drinking	<ul style="list-style-type: none"> <li>– may cause temporary personality change</li> <li>– may slow reflexes</li> <li>– may act as a depressant</li> <li>– may cause heart disease or brain damage</li> <li>– is habit-forming</li> </ul>
<b>Marijuana</b> Tetra-hydro-cannabinol is the active ingredient	Smoking, swallowing, mixing with food	<ul style="list-style-type: none"> <li>– may produce a feeling of being "high" and redness of eyes</li> <li>– may reduce ability to concentrate</li> <li>– may cause confusion, restlessness, and hallucinations</li> <li>– is habit-forming</li> </ul>
<b>Solvents and glue</b> Examples of solvents are toluene and hexane	sniffing	<ul style="list-style-type: none"> <li>– may destroy brain cells and extensively damage liver and kidneys</li> <li>– may cause death</li> <li>– is habit-forming</li> </ul>
<b>LSD</b> (d-lysergic acid diethylamide)	sniffing, injecting, swallowing	<ul style="list-style-type: none"> <li>– causes a "high" feeling, red eyes, confusion, restlessness, flashbacks, and "bad trips"</li> <li>– is habit-forming</li> </ul>

Some Drugs and Their Possible Effects (cont.)		
Drug and Description	Ways of Using	Possible Effects
PCP or "Angel Dust" (phencyclidine)	smoking, swallowing	<ul style="list-style-type: none"> <li>– increases heart rate, breathing rate, and blood pressure</li> <li>– causes hallucinations, blackouts, flashbacks, confusion, and violent behaviour often resulting in coma or death</li> </ul>
Heroin White powder	sniffing, snorting, smoking, injecting	<ul style="list-style-type: none"> <li>– is addictive</li> <li>– may cause death</li> </ul>
Cocaine Odourless, white powder	sniffing, snorting	<ul style="list-style-type: none"> <li>– increased mental activity</li> <li>– lack of fatigue</li> <li>– usually causes hyperactivity</li> <li>– increased pulse and breathing rate</li> <li>– can destroy nasal tissue</li> <li>– is habit-forming</li> </ul>

### Related Activities

One or more of the following suggested applications may be used to summarize or reinforce key concepts of this topic:

1. Students discuss the following case study and the questions that follow it.

Thirteen-year-old Barbara has just arrived at a party with her friend Betty. They have been wanting to go to this party so they could meet Bob, an older student in school. Once there, Barbara discovers that some of the boys are "drinking". She complains to Betty, but Betty just says, "Hey, this is neat. Boy, Bob sure is cool."

What should Barbara do? How can Barbara resolve this situation without "drinking"?

2. A guest can be invited to speak to the class on some specific aspect of drug abuse (e.g., a representative from Alcoholics Anonymous or a local drug-abuse centre). Students should prepare questions to ask the speaker before he or she arrives, and the teacher should discuss the nature of the presentation with the guest before the session.

# Vandalism and Destructive Behaviour

## Introduction

Vandalism is the wilful damaging, devaluing, or defacing of property belonging to another person or to the public. Almost any damage to property, private or public, could be considered by some to be vandalism. It is deemed to be a very serious antisocial action, and it is punishable under the Criminal Code of Canada. Peer-group pressure is often a factor in group acts of vandalism. Nevertheless, given the wide range of actions that come under the heading of vandalism, many individuals commit some small act of vandalism at some point or another in their lives.

While some acts of vandalism are the result of high spirits and playfulness, others can be traced to: anger, frustration, carelessness, and deep-rooted hostility. Serious vandalism reflects a lack of respect for both the rights of others and the rule of law. It is important that students realize how vandalism is in direct conflict with many of our basic values. Vandalism usually results in costs to someone, either to individuals or companies or the municipality. In addition to financial costs, the results may include inconvenience, disappointment, aggravation, extra work, personal loss, and a feeling of sadness and concern on the part of the victims. Thus vandalism is an important topic of concern for educators.

## Objectives

Students should be given opportunities to:

- recognize the different forms of vandalism;
- identify what vandalism is;
- learn some of the consequences of acts of vandalism;
- realize that vandalism violates many of the basic values of society;
- understand why acts of vandalism are committed;
- relate vandalism to peer pressure.

## Introductory Activities

The following activities can be used to introduce this topic to the class.

1. The students read aloud and act out the following skit, then discuss it. (See suggested questions following the skit.)

### "Just for Kicks"

Characters: (11)

Narrator (boy or girl)

Rob

Pete

Pizza-shop owner (boy or girl)

Joe

Ed

Donna

Volleyball player I (girl)

Volleyball player II (girl)

Police Officer Di Carlo (boy or girl)

Coach (boy or girl)



## Suggestions for Costumes:

Pizza-shop owner: hat and apron  
 Rob, Pete, and other players: school jackets  
 Police Officer Di Carlo: badge and hat  
 Coach: cap and sweatshirt  
 Others: casual clothes

## Props:

Table  
 Chairs

## Optional Props:

Paper cups  
 Straws  
 Sandwiches or pizza  
 Basketball  
 Gym bags

NARRATOR: Scene 1 takes place late Friday afternoon in [fill in name of local pizza hangout]. Ed, Joe, and Donna are already sitting at a table eating and drinking colas. Rob and Pete, members of the high school basketball team, enter.

ROB: Hey Joe –

JOE: Rob! How 'ya doing? It sure must be tough keeping those training hours.

ROB: Yeah – it sure is. We've got a big game tomorrow too.

JOE: Home or away?

ROB: Away. A few of us are getting up early for some last-minute practice and then we're leaving from school around noon.

PIZZA-SHOP OWNER (to Rob and Pete): Okay. What'll it be?

ROB (looking at Pete): The usual? (Pete nods.) Okay. Four slices with the works and two colas. (To Joe and his friends) What have you guys been up to?

JOE: Oh – just hanging out and getting a few kicks here and there. You know.

PETE (interested): Yeah? What kind of kicks?

ED: Well, last week –

DONNA: Let Joe tell it.

JOE: Forget it. These "all stars" don't want to hear about it.

PETE: Come on, Joe. Out with it.

JOE: Well, as Ed was saying, last week we busted old man Brennan's window. You know what a mean old goat he is. (All nod.) Once he almost called the police because Sam, here, swiped a pack of cigarettes.

PETE: I'll bet he was sore when he saw the window.

SAM: We watched him the next morning from behind the laundromat. Boy, was he mad.

ROB (motions to Joe and they walk away from the group who keep talking in background): Hey, Joe, you keep breaking windows and you're going to get in trouble one of these days.

JOE: No, no. We're just having some fun.

ROB (changing the subject): Hey, why don't you come over and play ball on Sunday – like you used to?

JOE (in a way that doesn't sound like he means it): Sure, Rob. Sure thing.

ED (in a whisper): Hey, Joe, we've got to get going. (Winks at Rob.) We've got some business down at the school. (Joe, Ed, and Donna exit.)

NARRATOR: Scene 2 takes place the next day. Rob, Pete, and two members of the girls' volleyball team are waiting in front of the gym for the bus to take them away to the basketball and volleyball games planned for that afternoon. The coach arrives.

COACH: I've got some bad news.

ALL TOGETHER: What, coach?

COACH: The bus is a wreck. Tires all slashed, windows broken, spray paint all over.

VOLLEYBALL PLAYER I: When did it happen, coach?

COACH: Had to be last night. It was okay when I left yesterday.

VOLLEYBALL PLAYER II: Did somebody call the police?

COACH: Yeah. I did, about fifteen minutes ago.

ROB: What about the game?

COACH: Well, it's too late to get another bus. I checked. I've been trying to get some cars and drivers together to take everyone. We haven't much time, though. If we can't make it, we'll have to forfeit both games. (Police Officer Di Carlo enters.)

POLICE OFFICER DI CARLO: Wow! What a mess. Somebody really gave that bus the once-over. Any of you have any idea who? (All the students shrug – Pete suddenly looks like he has an idea.)

PETE (turning to Rob): Hey, remember what Joe was saying – (Rob pokes Pete to keep him quiet.)<sup>6</sup>

- a) Why did Rob poke Pete?
- b) Why do you think Rob and Pete might not want to tell the policeman what they suspect about Joe and Ed?
- c) What do you think they should do?

6. "Just for Kicks" was reprinted with minor changes from *Play a Part in Crime Prevention*, with permission from Commercial Union Assurance Company, Boston, Massachusetts.

2. Students view the film *The Clubhouse* (see page 40 for details).<sup>7</sup> The film depicts a series of events involving a group of ten- or eleven-year-old boys who build a clubhouse and treasure it very much. Out of boredom and bad judgement they damage public property and, when the police arrive, they run for their clubhouse. On their arrival at the clubhouse, they discover that it has been vandalized and experience the feelings someone has when his or her property has been damaged or destroyed. Class discussion can focus on the following questions:

- a) What are some examples of vandalism in the film?
- b) What club rule did the boys follow? Was it a good rule?
- c) Why did the boys decide to vandalize the school?
- d) Should the boy who was caught tell who was with him?
- e) How do you think the boys felt when they found their own clubhouse destroyed?
- f) What lessons do you think the boys learned?

## Content Development

The following key questions can be used to develop the topic of vandalism:

- What are some of the places/buildings that are commonly vandalized? Why?
- Why do individuals and groups of people commit acts of vandalism?
- How can peer pressure increase the incidence of vandalism? How can this pressure be resisted?
- What are some of the possible consequences of becoming involved in vandalism?
- What can be done to reduce the incidence of vandalism in the school and the neighbourhood?
- What does the term *vandalism* mean to you? What does it mean in the context of the law?

## Related Activities

One or more of the following applications may be used to summarize or reinforce the key concepts of this topic.

1. A police officer, social worker, public-works employee, school-board trustee, or administrator can be invited to discuss with the class the financial implications of vandalism for the community.
2. Students share with the class their personal experiences with vandalism (e.g., vandalism that has affected their own property, vandalism that they have witnessed or read about). *The teacher should remind the students that no names should be mentioned in relating these experiences.*
3. Students discuss acts of vandalism in the school, neighbourhood, or classroom, or the sort of “pranks” carried out at Hallowe’en. These experiences can be listed and discussed in terms of the knowledge objectives outlined at the beginning of this unit.
4. Students compile an ongoing class file of news clippings pertaining to acts of vandalism that have occurred in the community. They can tally their findings after a month or two and graph or otherwise quantify the results under such headings as “personal-property vandalism”, “school vandalism”, “public-property vandalism”, and so on. The students should be encouraged to interpret and discuss their findings.
5. Students could think of ways in which they could become actively involved in the prevention of vandalism. They could work out a monitoring and reporting system that could be of benefit to the community.
6. Students can develop a better understanding of the destructive nature of vandalism if they see the damage committed by vandals and play an active part in a clean-up of their community.

7. If the film *The Clubhouse* is not available, *The Boy Who Liked Deer* or *The Greenhouse* might be used with similar questions (see page 40 for details).

# Shoplifting Is Stealing

## Introduction

Stealing involves taking anything, no matter how small, that belongs to another person or an organization, without permission. It encompasses a wide range of activities. For many students it takes the form of stealing from other students or shoplifting in local stores. Pre-adolescents may be tempted to steal for a variety of reasons, including real or imagined need, anger, or hostility.

Students should be aware of the fact that stealing is a violation of both the rights of others and the rule of law. Thus it directly conflicts with many of the basic values of society. For these reasons stealing should be a concern of educators.

## Objectives

Students should be given opportunities to:

- identify different forms of stealing, including shoplifting;
- identify what stealing is;
- realize that stealing conflicts with many of the basic values of society;
- relate stealing to negative peer pressure;
- become aware of some of the consequences of stealing;
- examine the reasons why people steal.

## Introductory Activities

The following activities can be used to introduce the topic to the class.

1. Students can be asked to relate any thefts that they or their families have experienced. Students who wish to could report on what was involved, what happened, and how they felt about it.
2. Students present a short skit to stimulate the introduction of this topic. They can write it themselves or adapt an episode from a story, film, or television program.
3. Students are asked to think of their most treasured possessions and to imagine how they would feel if they were stolen from them. (They should be cautioned not to describe the actual article or talk about its location.) Students who wish to could share their feelings with the class.
4. Students consider the implications of taking things without permission within the context of the classroom, school, or community. Students can be asked to think about a time when something was taken from them or their families without permission.



## Content Development

Students can discuss or act out the following case studies and then discuss them in terms of the questions that follow them.

- Your friend Jane has been bringing chocolate bars to school. You know that Jane gets very little money from her parents. You suspect that she is stealing. Your task is to persuade her to stop.
- You like it when Alice shares her make-up with you. You laughed at the stories she told you about ripping off the store to get the make-up. Right now she is asking you to distract the shopkeeper so that she can steal some lipstick. What is the problem that you must confront? How would you solve it?
- You are a school principal. Fred has been sent to you accused of stealing money from the school's bake sale. Fred admits to stealing the money and spending it. Your task is to work out with Fred an appropriate method of making restitution to the victims of the theft while at the same time convincing Fred that what he did was wrong.
- Mary (age twelve) and her friend Penny (age ten) were at the local mall shopping for new jeans. Mary's mother had given her money to buy a new pair. Mary found exactly what she wanted. She took two new pairs of jeans her size to the change room. When she came out, she was carrying only one pair of new jeans and was wearing the other pair with the tags removed. As she put the one pair of new jeans back on the rack, she whispered to Penny, "C'mon. It's a great way to get some new jeans free. It always works." Then she took two pairs of jeans from the rack and handed them to Penny. How can Penny handle this situation?
  - a) Why is stealing wrong?
  - b) Why do people steal?
  - c) What are some of the consequences of stealing for the victim? For the thief? For society in general?
  - d) What are some appropriate ways of dealing with people who steal?
  - e) What should you do if you see someone stealing?

## Follow-up Activities

The following activities can be used to summarize or reinforce the key concepts of this topic.

1. Students view and discuss an appropriate film or videotape on the subject of stealing.
2. Students collect newspaper clippings related to theft and use them to create a bulletin-board display that illustrates the problems that stealing creates for the members of a community.
3. Students interview local merchants to find answers to the following questions:
  - a) How serious is the problem of shoplifting in stores?
  - b) What are the implications of shoplifting for stores? How do stores recover these losses?
  - c) How can students help to reduce the incidence of shoplifting and stealing in the school community?
  - d) Who seem to be the worst shoplifting offenders (i.e., what age group, etc.)?
  - e) What do stores do to try to prevent shoplifting?
4. The teacher can invite a school librarian from his or her school or school board to discuss with students the problems presented by the theft of library books.

# Youth and the Law

## Introduction

For the purposes of this topic, it is assumed that students will have gained an understanding of their society's values, as well as of the rules and laws that derive from those values. But what happens to young people who break the laws? It is important for students to understand how society maintains its values and enforces its laws through its system of justice. In their work on this topic students will examine procedures related to young offenders — the steps taken to apprehend, try, and sentence them.

There is a great deal of informative material in this unit. Teachers can share it with their classes in accordance with individual and class needs.

## Objectives

Students should be given opportunities to become aware of:

- the procedures followed by the police in apprehending a young offender;
- the procedures followed in trying a young offender in youth court;
- the possible consequences of being judged guilty of an offence in youth court.

## Introductory Activities

The following activities may be used to introduce this topic to the class.

1. Students discuss what might happen in each of the following situations:

- A twelve-year-old child is spraying graffiti on the brick wall of the school when he or she is confronted by a police officer. What is likely to happen in this situation?

— A security officer in a large store catches a thirteen-year-old shoplifting and calls the police. The parents of the child are advised of what has happened and are asked to come to the store. What will happen when all of the people involved meet in the manager's or the security officer's office?

2. Students view and discuss the VIP videotape *Just One Cassette* (see page 39 for details).

## Content Development

The following are key questions that may be used to develop the content of this topic. Resource material is provided for each question so that teachers will be able to treat each item of content more completely and accurately.

### — **How is a "young person" defined in Ontario?**

The Young Offenders Act defines a "young person" as someone from twelve to seventeen years of age, inclusive.

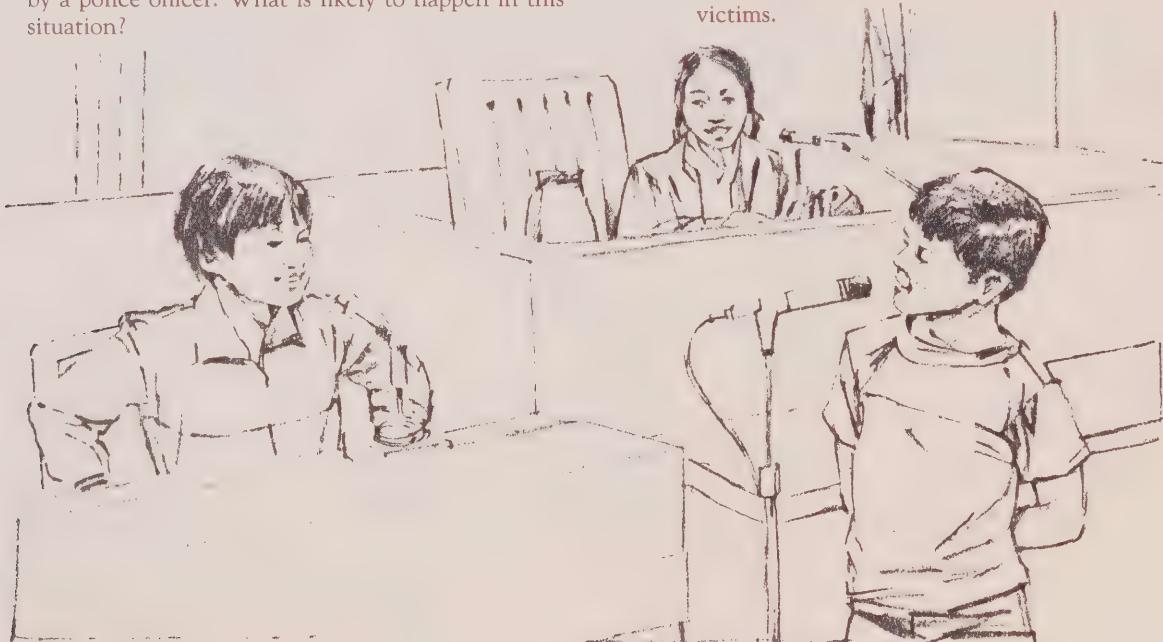
NOTE: The Young Offenders Act applies to young people between the ages of twelve and fifteen, inclusive. (The Act requires that the maximum age be raised to seventeen inclusive in all the provinces of Canada, effective April 1, 1985.)

### — **What are some of the most common offences committed by young people?**

The most common youth offences are vandalism, stealing, breaking and entering, drug-related offences, drinking, and car theft.

### — **What is the role of the police officer in procedures connected with young offenders?**

- a) The officer gathers evidence.
- b) The officer interviews suspects, witnesses, and victims.



- c) If sufficient evidence is found, the officer may take the young offender into custody and caution him or her of his or her rights. The young person has the right to obtain legal counsel, the right to have an adult present during interrogation, or the right to waive these rights during questioning by police.
- d) The officer may lay a charge against the young person, in which case he or she may be released to the custody of his or her parents or, in a severe case, be detained in a provincial institution.
- e) The officer prepares a complete report which is kept on file.
- f) The officer may present the evidence in court.

**- What happens at youth court?**

- a) Youth courts are for offenders from the age of twelve to seventeen, inclusive.
- b) The young person's parent(s) must be notified of all proceedings and be encouraged and, in some cases, be required to attend.
- c) Proceedings are formal and normal rules of evidence are strictly enforced as in adult court, with some modifications. One major difference is that the young person must be present at the trial, unlike adult court where the trial may proceed if the defendant does not appear.
- d) This court is presided over by a youth court judge.

**- What is the role of the youth court judge?**

- a) The judge hears and considers the evidence given by the defendant and the police.
- b) The judge decides on the guilt or innocence of the accused.
- c) If the young person is found guilty, the judge may:
  - i) suspend the final decision, releasing the young person to the custody of the parents;
  - ii) allow the young person to remain in his or her home, subject to visits to or from a probation officer;
  - iii) impose a fine up to \$1000;
  - iv) place the young person in the custody of a probation officer or other suitable person. In this case the young person has to live away from his or her family, perhaps in a group home;
  - v) impose other conditions, such as community service work, making restitution to the victim, or making charitable donations, either as a condition of probation or as a disposition in its own right;
  - vi) commit the young person to a place of custody.

**- What are the types of institutions for young offenders?**

- a) A *detention centre* is a temporary place where a young person may be detained until the court proceedings have been completed.
- b) A *group home* is a home, other than the young person's own, where he or she is closely supervised. Four or more young people may live in such a home. The young person may attend a public or separate school or receive private instruction at the group home.
- c) A *place of custody* (open or secure) is a large residential facility that provides a supervised environment in which the following programs are offered: academic, vocational, and remedial education; medical, psychological, and psychiatric assessment; job training; life-skills training; and human growth and development counselling.

**- What procedures are followed with offenders who are under twelve years of age?**

The police may take one of two courses of action at the officer's own discretion. He or she may give the child a warning and return the child to his or her parents. Or, if the situation warrants it, the officer may refer or take the child to the Children's Aid Society (CAS) as a child who may be in need of protection. If the family court does not find the child to be in need of protection, the child might be allowed to remain at home under CAS supervision or be taken into CAS care and placed in a foster home, Children's Mental Health Centre, or group home – whichever the court deems best for the child. Most of the young people who live in foster homes have never committed an offence and are there for their own protection.

**Follow-up Activities**

One or more of the following suggested applications may be used to summarize or reinforce key concepts of this topic.

1. A youth court judge or probation officer can be invited to visit the class to discuss procedures related to young offenders. The class should prepare well-worded questions in advance of the visit.
2. A class visit to a youth court facility could be arranged.
3. With the advice or involvement of the police, students can act out a court trial or an arrest in the classroom.
4. A field trip can be arranged to a police station for a tour of the facilities and some explanation or demonstration of police procedures that are used with young offenders.

# Friends and Friendships

## Introduction

Our choice of friends is very important. In addition to sharing our experiences, friends are strong influences on the way we live – on both our thoughts and our actions. Their effect on us can be double-edged. They can help us in many ways, but they can also mislead us. Their association with us can enhance our own reputations, but in some cases that association can be harmful.

For young people friends are especially important. At a time when they are experiencing swift biological changes and emotional turbulence related to the search for identity, their association with peers who are trying to cope with the same challenges can be comforting. For this reason the influence of the peer group is especially strong at this point in their lives, whether such a group is simply a small clique, gang, or club, or a larger unit such as a cadet corps, choir, team, boy-scout or girl-guide troop, or even the school class.

Having friends is an essential part of growing up. In learning to understand and relate to others and to cope with individual differences, people learn more about themselves. In addition, rewarding interpersonal relationships with friends can provide individuals with self-confidence and a feeling of self-worth.

In this topic students examine the importance of friends in their lives. They explore both the positive and negative ways in which friends can influence their choices and they become aware of their ultimate responsibility for these choices.

## Objectives

In studying this topic, students will examine some of the key values identified with friendship – loyalty, co-operation, sensitivity, and generosity, for example. The overall goal of this topic is to help students to grow beyond concern for self to concern for others and ultimately to extend that concern to include the rights of all.

Students should be given opportunities to:

- explore the importance of friends in their lives;
- understand the meaning of the term *friend*;
- examine some of the ways in which they are influenced by their friends and peer groups;
- understand the importance of being able to say no to a friend when it is important to do so;
- understand the role of parents and other adults in their choice of friends.

## Introductory Activities

The following activities may be used to introduce this topic to the class.

1. The students compile a list of qualities that they find desirable in a friend. They then discuss the list in an attempt to discover and understand which characteristics and factors are most important.
2. Students view and discuss a suitable film or videotape, such as *Brushed Off* (see page 39 for details).



## Content Development

The following key questions can be used to develop the topic:

- Why is it important to know something about your friend's values and standards?
- What conflicts can arise between an individual and his or her friend?
- What kinds of peer groups can a young person join?
- What conflicts can arise for an individual as a member of a group?

## Related Activities

One or more of the following activities may be used to summarize or reinforce the key concepts of this unit:

1. Students view and discuss the videotape *Clique* (see page 39 for details).
2. Students examine the following case studies and discuss the influence of peers on the individual in each case. They should decide whether the individuals exercised good judgement in deciding to act as they did.

a) The club Harry wanted to join was having its initiation ceremonies. Harry was told that if he wanted to become a member of the club he would have to jump into Soo Creek and wade to the other side as others had already done. It was spring and the water was high and flowing quickly; what's more, Harry couldn't swim. Nevertheless, he decided to wade across. All of his friends were in the club and he didn't want them to think that he was afraid.

As soon as Harry entered the water, the current swept him away. Fortunately, he was able to grab a branch of a tree and hold on to it until someone was able to pull him out. Harry caught a bad cold as a result of the incident, and he had to spend most of the winter break in bed.

b) After school, Phil and Art went to the post office to pick up a COD parcel. Phil had been worrying all afternoon that he might lose the twenty-dollar bill his mother had given him to redeem the parcel.

After he had redeemed the parcel, Phil discovered that the clerk had given him five dollars too much in change. Phil said to Art, "Today's our lucky day. They'll never miss it. Let's spend it on ourselves." Art said, "No, let's take it back. That would be stealing." Phil thought for a moment, then walked back towards the post office and began to smile.

c) None of Joan's friends liked Pat. Pat was just too smart; she always got the highest marks in her class. Some girls who were extremely jealous of her formed a group and made it a rule that no one in the group was to speak to Pat. In spite of all this pressure, Joan really liked Pat and wanted to remain her friend.

One day Joan sat down beside Pat at lunchtime. Just as the two girls were opening their lunchbags and beginning to talk to each other, two of Joan's friends walked by.

"Hi, Lois. Hi, Cindy," called Joan. But the two girls just ignored her.

Joan was not sure what to do — stay with Pat or go off with her friends. She decided to stay.

# Background Information

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A number of Ontario school boards have taken the initiative in this area of education and societal concern and have had some first-hand experience in the Junior Division of the curriculum with awareness-type programs that deal with negative peer influence and its applications.

Some of these school boards have developed their own awareness-type programs by adapting existing program materials. Among the school boards that have adapted materials are: the Lakehead Board of Education, the Lakehead District Separate School Board, and the Renfrew County Board of Education. The Renfrew board has developed a follow-up program for Grade 7 called "PS-7". This board has also produced a series of related videotapes for use with either their Junior Division program, "Very Effective People", or with "PS-7".

A number of other school boards have adopted the program "Operation Aware" (originally developed through the concern and initiative of the Rotary Club of Duluth, Minnesota) in support of their citizenship or values education studies or as part of their family life, life skills, or similar program in the environmental studies portion of the Junior Division curriculum. Among the boards that have taken this approach are: the Fort Frances-Rainy River Board of Education, the Kenora Board of Education, the Lincoln County Board of Education, the Timmins Board of Education, and the Timmins District Separate School Board.

As well, a few boards have developed awareness-type programs on their own, which at the moment are lesser known but are generally consistent with the aims and objectives of this document.

In addition to the initiatives undertaken by the school boards already mentioned is the unique development, by the Hamilton Board of Education, of a copyrighted awareness-type program based on values education and citizenship for use in the Junior Division curriculum. This program, "Operation Prepare", was written and developed by the Hamilton Board of Education with funding from the Rotary Club of Hamilton, with the co-operation and assistance of the Hamilton Police Department, and with appropriate community participation. The program was completed in 1982 and is now being marketed to school boards by the Rotary Club of Hamilton.

In forming the provincial writing committee that was to prepare the initial draft of this resource guide, we were able to draw upon the expertise of educators and police officers who had a thorough knowledge of existing programs dealing with peer pressure and citizenship. Before writing was begun, a meeting was held with the Executive Committee of "Operation Aware" in Duluth to inform them of our intention to prepare a provincial resource guide based on some of their topics and ideas and to obtain their co-operation. This done, the writing committee prepared the initial draft materials for the pilot study.

The pilot project was conducted with the co-operation of eight school boards and police authorities within each school board's jurisdictional area. The pilot project, conducted in both English and French, was completed in the spring of 1982. Feedback was obtained from the teaching teams of the pilot schools, and this information, together with the results of a pre-test/post-test questionnaire, provided good direction for the modification of the draft manuscript. A validation exercise was carried out which provided guidance for further modification and improvement. In addition, a provincial advisory committee was established, which included among its members some of the leading values educators in the province. The committee examined the draft, made many valuable suggestions for its improvement, and helped to ensure that it was consistent with the educational and philosophical premises of the ministry resource guide on values education, *Personal and Societal Values*.

# Implementing a VIP Program

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The following recommendations are made to guide those who wish to offer a VIP program based on this document to Grade 6 students.

## A. Methods of the VIP Program

1. A seminar format should be used to present the program, which should be activity-oriented and participatory in nature.
2. To be most effective, VIP sessions should be presented on a regular and continuous basis from the first to the last topic, rather than incidentally or randomly.
3. The "no name" rule should be explained to the students in the introductory session and it should be strictly adhered to in order to avoid invasion of privacy when students are giving examples, relating personal experiences, or describing situations involving others.
4. Sessions may be held regularly, two or three times a week, or, in some circumstances, once a week.
5. Ideally sessions should be from thirty to forty minutes in length.
6. Review sessions should be scheduled to take place after every three or four topic sessions.
7. Ideally field trips should follow the topics "The Dangers of Drugs" and "Youth and the Law". If field trips are too costly or impractical, a guest speaker or expert could be invited to speak to the students. Teachers should make sure that such guests are carefully briefed and prepared.
8. The VIP schedule should include at least three meetings with the parents of the Grade 6 students in the VIP program: one to introduce VIP, one about halfway through the program to invite discussion, and one at its conclusion to evaluate the program and perhaps to formally acknowledge the conclusion of the VIP experience.
9. If it is decided to hold some kind of formal acknowledgement of the successful conclusion of the VIP program, parents and other interested persons could be invited to attend. Such a formal occasion can provide an opportunity for community representatives, police, and educational authorities to give and receive congratulations and thanks for their part in a successful co-operative community endeavour designed to foster positive social attitudes and behaviour.
10. It may be decided to award students a locally designed VIP certificate or T-shirt, or both, at such an occasion as a memento of the VIP experience. Local sponsors, such as a local service club, industry, or municipal body, could be found to assist with the cost of VIP certificates or T-shirts.

10. Following the conclusion of the VIP program, the instructors should hold review sessions with the students once a month to review, reinforce, and consolidate learnings and interest.

## B. Details of the Implementation of a VIP Program

1. School-board officials may wish to select or approve the selection of schools to be involved in the implementation or development of VIP programs within a school-board jurisdiction.
2. It is recommended that, where possible, local or provincial police be involved in the delivery of a VIP program. School-board authorities should contact appropriate police officials prior to the implementation of a VIP program to discuss the level of co-operation and extent of police involvement that are possible.
3. Teachers and police selected for the VIP program should be interested and enthusiastic and should attend a VIP orientation seminar together, if possible, so as to be equally conversant with the materials and the approach. VIP orientation seminars will be made available to boards to assist those who will initially introduce the VIP program in a board jurisdiction. Later, school boards may conduct their own VIP orientation seminars.
4. The VIP orientation seminars will provide the teachers and police officers selected to introduce a VIP pilot program in a school-board jurisdiction with an overview of the need for such programs, their relationship to the goals of education in Ontario, and their relationship to ministry objectives for the Junior Division, as outlined in *The Formative Years* and in the resource guide *Personal and Societal Values*.
5. Also, the seminar practicum will clarify the methodology of *Values, Influences, and Peers* and will provide helpful information concerning appropriate related audio-visual aids and reference materials. Presenters will provide role models to illustrate methodology, and participants will have opportunities to plan and conduct simulated topic sessions.
6. School boards or schools introducing a VIP program may wish to form a small informal VIP committee made up of interested parents, with perhaps some community and service-club representation.
7. School boards may find it useful to develop a written board policy governing the methodology of the VIP program.
8. School boards may ultimately develop a written VIP program for use in the schools within their jurisdiction.

## C. Suggestions for Field Trips Related to a VIP Program

1. Field trips, as an integral part of the VIP program, can provide real-life settings through which students can expand and reinforce their understanding of specific VIP topics, such as "The Dangers of Drugs" and "Youth and the Law". They can also help students become more aware of the personal and legal consequences of many personal decisions they might have to make.

2. Field trips may require some flexibility in timetabling and should certainly be arranged at least one month prior to the visit. It is imperative that the receiving personnel at these facilities be made familiar with the aims and concepts of the VIP program before a visit occurs. Such personnel must also take into account the maturity level of the students.

3. The number and type of field trips will depend to some extent upon the types and availability of resources in the school community. It is strongly recommended that a police station and a medical facility (or a drug or alcohol addiction facility) be included among field trips if at all possible. Other sites might include a place of custody for young offenders or a youth court facility.

4. At the police station, the following suggestions might be adopted:

- **A Mock Arrest:** If possible, a dramatization of an arrest can be presented to students. Possibilities include an arrest for car theft, resisting arrest, and handcuffing. If students are to be involved, parental permission must be obtained in advance, and some rehearsal will be required.
- **The Arrest Procedure:** The police officer may take the "offenders" through an actual arrest and booking procedure (e.g., search, handcuffs, fingerprints, photographs, jail cells). If time and facilities are available, police may wish to organize a drug and/or police equipment display.

The arrest procedure may be reviewed in the next VIP session.

5. At the medical facility, the following suggestions could be implemented:

- If an ambulance and attendants are available, students could be involved in a dramatization that demonstrates the role of ambulance attendants. The dramatization should be followed by a question-and-answer period for the students.
- If a hospital visit can be arranged, the emergency ward should be included in the visit to enable students to see what happens when an overdose emergency is handled. An ambulance experience and a hospital experience could be combined to establish continuity of treatment.
- During the visit to the hospital, it may be possible to conduct a conference between the students and medical personnel, either in the hospital conference room or at a drug addiction or Alcoholics Anonymous clinic. The purpose of such a conference would be to give students an opportunity to:
  - a) observe or be told about procedures and treatment;
  - b) have a question-and-answer period with medical or treatment personnel.

Admitting and treatment or rehabilitation procedures may be reviewed in the next VIP session.

6. If field trips are not possible, arrangements could be made for police, medical, or addiction clinic personnel to visit the classroom for a presentation or dramatization of specific components of field-trip experiences.

# Resources

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## Videotapes

Through the co-operation and expertise of the Peel Region Board of Education's Media Centre, five short videotaped scenarios can be made available by the Ministry of Education and the Ministry of the Solicitor-General to school boards that have initiated a VIP program. The videotapes are:

**Brushed Off.** Rick and Herb have been friends for years. When Rick is well received by his peers and Herb is rejected, Herb reacts. (Suited to the topics "Friends and Friendships" and "Vandalism and Destructive Behaviour".)

**The Delayed Birthday Gift.** Doug receives a gift of money, then, in an attempt to win peer approval, buys cigarettes to give to his peers and says he stole them. (Suited to the topics "Peer Pressure", "Lying", and "Creating Impressions".)

**His Papers.** Three girls, jealous of the attention and adulation Victor receives, destroy the newspapers that he was to deliver. (Suited to the topics "Vandalism and Destructive Behaviour" and "Friends and Friendships".)

**Just One Cassette.** Marie steals a cassette recording from a store and pressures her friend into joining her in the theft. They are observed and caught. (Suited to the topics "Peer Pressure", "Stealing", and "Youth and the Law".)

**The Wallet.** A wallet containing a large sum of money is found by a boy who shows it to his peers. The situation forces the young people to confront a moral dilemma. (Suited to the topics "Peer Pressure" and "From Standards to Values".)

In addition to the titles listed above, the following new titles have now been completed and are available:

- A High Price to Pay
- "Borrowing"
- It Was an Accident
- Green-Eyed Monster
- The Medal

Other videotapes useful for presenting VIP topics include:

**The Clique.** Self Incorporated Series. OECA, BPN 122308. Colour, 15 min. Renewal date pending.

Having just moved to a new city home, Janet is pleased to have found a friend like Tina. They seem perfect for each other. They like doing the same things and have fun as a twosome. Best of all, each allows the other the freedom to go her own way.

By accident, Janet meets Marie, the leader of a group of young people who seem to really have fun. Janet is accepted by the group and is pleased. Soon, though, she finds that the group requires her to give up some of her independence and her friendship with Tina. She is also told to do some things that she does not believe in. When she protests, Marie feels that she should be brought into line. Janet's and Marie's responses are left for classroom discussion. (Can be used to introduce or reinforce the topics "Friends and Friendships" and "Peer Pressure".)

**I Dare You.** Inside Out Series. OECA, BPN 008966. Colour, 15 min. Expiry Date: June 30, 1985.

Clarissa, new in the neighbourhood, wants to join a group of girls, but they demand that she execute a dare: she is to run out in front of the next bus and stop it. Clarissa goes away to consider the value and consequences of this dubious route to friendship. (Can be used to introduce or reinforce the topics "Peer Pressure", "Friends and Friendships", and "Decision-Making".)

**Surrounded.** On the Level Series. OECA, BPN 187705. Colour, 14 min. Expiry Date: August 31, 1988.

Kelly is a teenage epileptic. She feels that, because of her disease, her mother does not give her enough freedom. Kelly wants to go on a weekend camping trip with the gang. Everyone is going except Charlie who has a job and has to work. Kelly's mother says she may go on condition that she tells her friends about her epilepsy. Kelly and Charlie both have responsibilities but they handle them differently. (Can be used to introduce or reinforce the topics "Friends and Friendships", "Peer Pressure", and "Decision-Making".)

**Trying Times.** Self Incorporated Series. OECA, BPN 122301. Colour, 15 min. Renewal date pending.

Meg goes to visit her cousin Julie in the city for the summer vacation and finds Julie involved in the use of tobacco and alcohol. Peer pressure from Julie and her friends makes Meg feel obliged to try smoking and drinking. (Can be used to introduce or reinforce the topics "Peer Pressure", "From Values to Standards", "Being Truthful", and "Friends and Friendships".)

**The Boy Who Liked Deer.** Learning Corporation of America, 1975. 16 mm, colour, 20 min. Available from Marlin Motion Pictures Ltd.

Three boys are having a problem in English class. As a result they fail the subject and must go to summer school. This is particularly upsetting to one of the boys who was to have a summer job looking after the deer compound. The boys blame their misfortunes on the English teacher rather than accepting responsibility for their actions. Striking back, they vandalize the English teacher's room and later break into the deer compound causing the death of many of the deer. (Can be used to introduce or reinforce the topics "Vandalism and Destructive Behaviour", "Peer Pressure", and "Friends and Friendships".)

**The Clubhouse.** MTI Teleprograms, 1977. 16 mm, colour, 10 min. Available from Magic Lantern East.

A group of boys build a clubhouse of which they are very proud. Out of boredom they vandalize their school until they are interrupted by the arrival of the local police. One of the group is caught while the others escape to their clubhouse. Upon their arrival they discover that it has been destroyed by a rival club. (Can be used to introduce the topics "Vandalism and Destructive Behaviour", "Peer Pressure", and "Friends and Friendships".)

**A Different Kind of Winning.** Learning Corporation of America, 1980. 16 mm, colour, 27 min. Available from Marlin Motion Pictures Ltd.

When victory comes at the expense of friendship, skateboard competitor Jody Flynn is not convinced that a trophy is all that important. Her father, who is her coach, insists that Jody enter the "skateboard scramble" his company is sponsoring. When one of the top performers, Carmen Mendalla, breaks her skateboard, Jody moves up in the standings, much to the delight of Mr. Flynn. When Jody discovers that Carmen wants to win the trophy and trip to Disneyland as a gift for her handicapped brother, Jody lends her friend her new skateboard. Mr. Flynn is at first angry that Jody has defied him, but when the final results are announced he realizes that "Jody is the best trophy a dad could ever have." (Can be used to introduce or reinforce the topics "Friends and Friendships" and "Decision-Making".)

**The Greenhouse.** Barr Films, 1973. 16 mm, colour, 12 min. Available from Gordon Watt Films Inc.

A young boy works to repair an old man's greenhouse that he has vandalized and slowly learns to appreciate the beauty he finds there. When the greenhouse is vandalized again, the old man and the boy work together to save "their" plants, discovering a new friendship and a common respect for the feelings and property of others. (Can be used to introduce or reinforce the topics "Vandalism and Destructive Behaviour", "From Values to Standards", "Friends and Friendships", and "Peer Pressure".)

**It Must Be Love, 'Cause I Feel so Dumb.** Learning Corporation of America, 1977. 16 mm, colour, 29 min. Available from Marlin Motion Pictures Ltd.

Eric is thirteen and hopelessly in love with Lisa. His attempts at getting acquainted are futile – and funny – but he finally gets her attention by painting a huge graffiti of her name in the park. Their date is not a success; Eric's main topic of conversation – his dog, Bill – doesn't interest Lisa. When another classmate, Kathy, invites Eric to a party, he asks Lisa to go along with him, but again he fails to impress her. Kathy, in turn, wishes he would notice her. The rude awakening comes when Eric's dog is killed by a car and Lisa rebuffs him. It takes Kathy, who finds him alone in the park, to teach him the meaning of friendship and compassion. (Can be used to introduce or reinforce the topics "From Values to Standards" and "Friends and Friendships".)

**The Mitt.** Mitt Productions, 1978. 16 mm, colour, 22 min. Available from Marlin Motion Pictures Ltd.

A boy in a single-parent family wants a baseball mitt. His mother can't afford it, so he devises a scheme to make money for the mitt. He and his mother sell refreshments at a country fair and make enough money. There is a surprise twist to the story when the boy decides that his mother's needs are greater than his. (Can be used to introduce or reinforce the topics "Belligerent Others" and "From Values to Standards".)

**A Movie Star's Daughter.** Learning Corporation of America, 1979. 16 mm, colour, 33 min. Available from Marlin Motion Pictures Ltd.

Dena has just moved to a new town and is starting in a new school. She should be happy because she seems to be popular, but she's afraid it's because her father is a famous movie star. Dena finds she has choices to make – whether to be a member of the "neat" group or a "nerdy" reporter for the school newspaper – and lessons to learn on the real meaning of friendship. (Can be used to introduce or reinforce the topics "Peer Pressure", "From Values to Standards", or "Friends and Friendships".)

**Pardon Me for Living.** Learning Corporation of America, 1982. 16 mm, colour, 31 min. Available from Marlin Motion Pictures Ltd.

This memorable tale extols the virtues of friendship and the value of honesty. Emily, an unpopular, "brainy" eleven-year-old, befriends Virgil, the class know-it-all, when his valentine is the only one she receives. The two become inseparable and Emily agrees to submit a petition against geography homework to the stern teacher Miss Holderness. But Emily has been tricked – the plot is actually one of Virgil's practical jokes. Punished for her insurrection, Emily still refuses to snitch on Virgil: when the truth is revealed, she becomes a heroine. Virgil is now the class outcast and in a powerful speech Emily reminds him that winning back her friendship "will take a lot more than words". The film is based on the story "The Scarlet Letter" by Jean Stafford. (Can be used to introduce or reinforce the topics "Friends and Friendships" and "Being Truthful".)

**Shoeshine Girl.** Learning Corporation of America, 1980. 16 mm, colour, 25 min. Available from Marlin Motion Pictures Ltd.

Unable to control their feisty daughter, Sarah's parents send her to her aunt's home for the summer. Because her aunt will not let her sit around, Sarah goes out and finds a job with Al, the town's shoeshine man. At first she cannot adjust to the work but, when Al has an accident, Sarah learns about the rewards of responsibility and hard work. (Can be used to introduce or reinforce the topics "Decision-Making" and "Friends and Friendships".)

**The Shopping Bag Lady.** Learning Corporation of America, 1977. 16 mm, colour, 21 min. Available from Marlin Motion Pictures Ltd.

Mildred Dunnock portrays an old lady who lives under a bridge in Central Park, New York, and keeps all her belongings in shopping bags. She meets some teenage girls with little sympathy for the old. The film movingly depicts the breaking down of the barriers of age and selfishness and the growth of thoughtfulness between one of the girls and the old lady. The values of compassion, tolerance, and empathy are stressed. (Can be used to introduce or reinforce the topics "From Values to Standards" and "Friends and Friendships".)

**To the Limit.** Learning Corporation of America, 1978. 16 mm, colour, 27 min. Available from Marlin Motion Pictures Ltd.

This film will stimulate discussion about vandalism and peer influence. Filmed entirely in Toronto, the film provides a sensitive look at three youngsters who, during the last week of summer, find themselves caught up in a series of childish acts of vandalism which they take to the limit. (Can be used to introduce or reinforce the topics "Vandalism and Destructive Behaviour" and "Peer Pressure".)

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